



# Indiana Turnaround Committee

*August 2014*





## CSUSA INDY

Our students know that they are in a school where just getting by isn't good enough. We set higher standards and accept nothing but each student's best effort. This allows students to expect more from themselves and their teachers and be better prepared for the future.



# CSUSA Operates 3 Turnaround Academies in Indianapolis

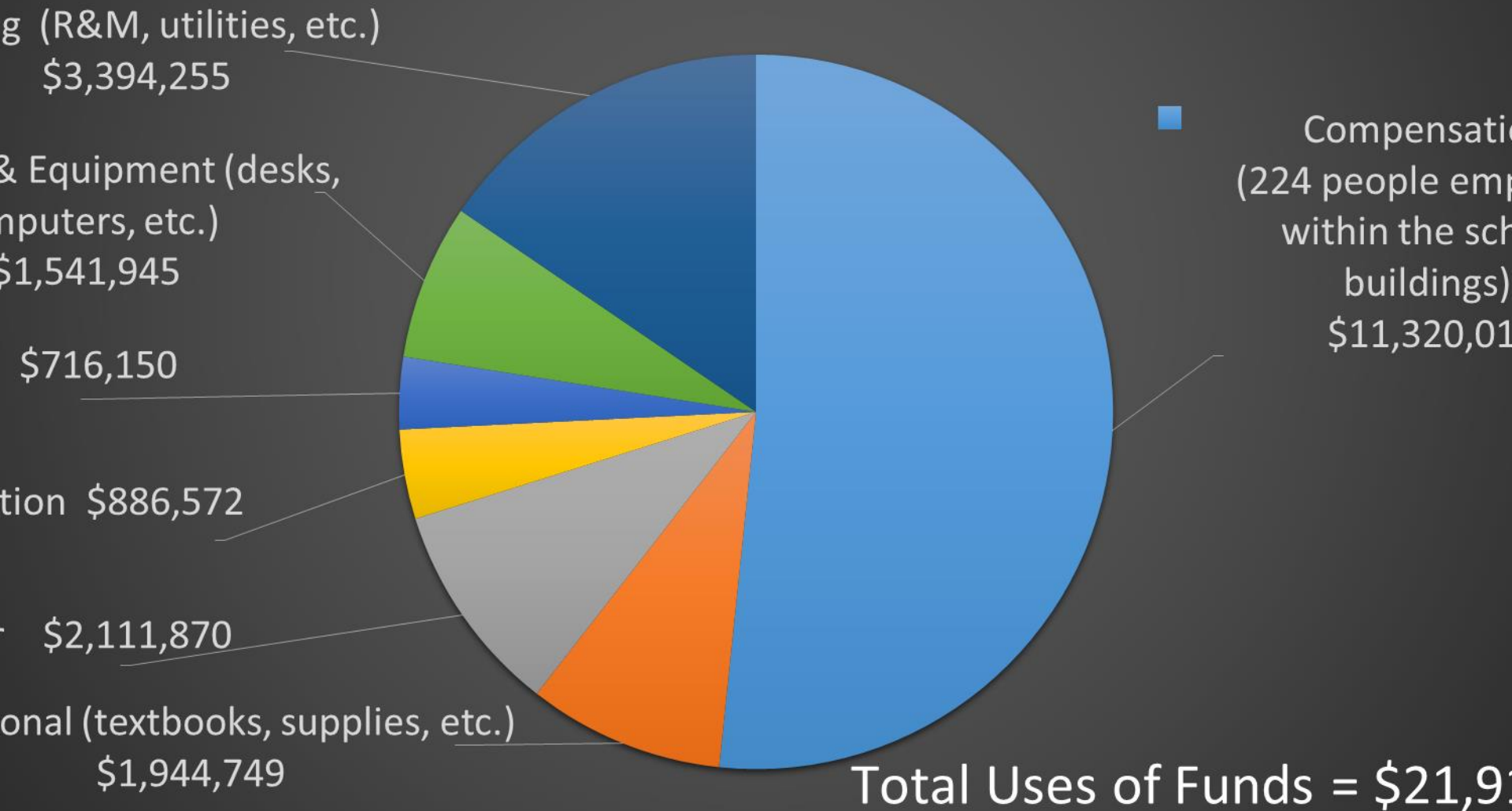
- Emma Donnan Middle School
- T. C. Howe Community High School
- Emmerich Manual High School



# CSUSA - Turnaround Schools

## Uses of Funds

### For the Year Ended 6/30/2014

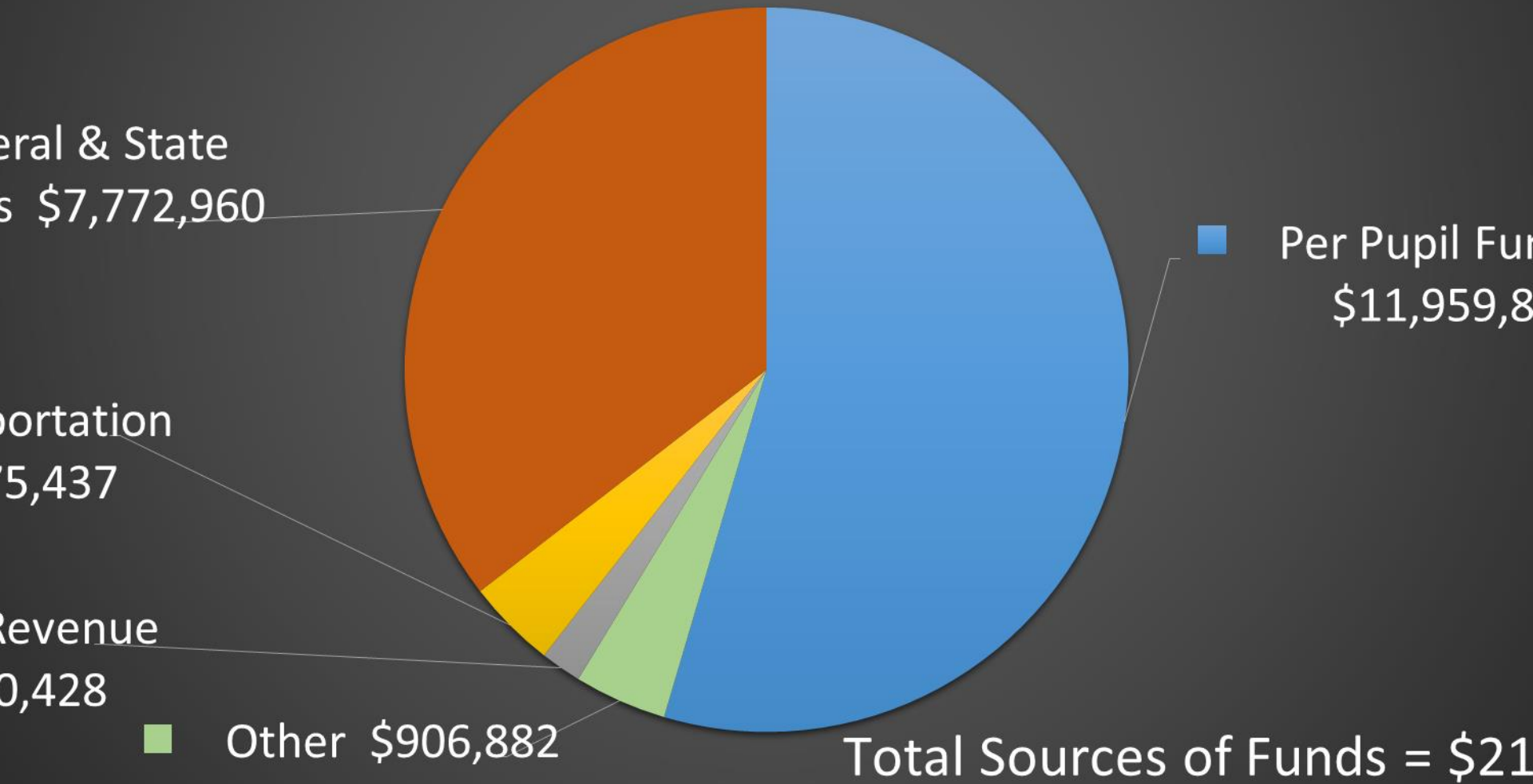


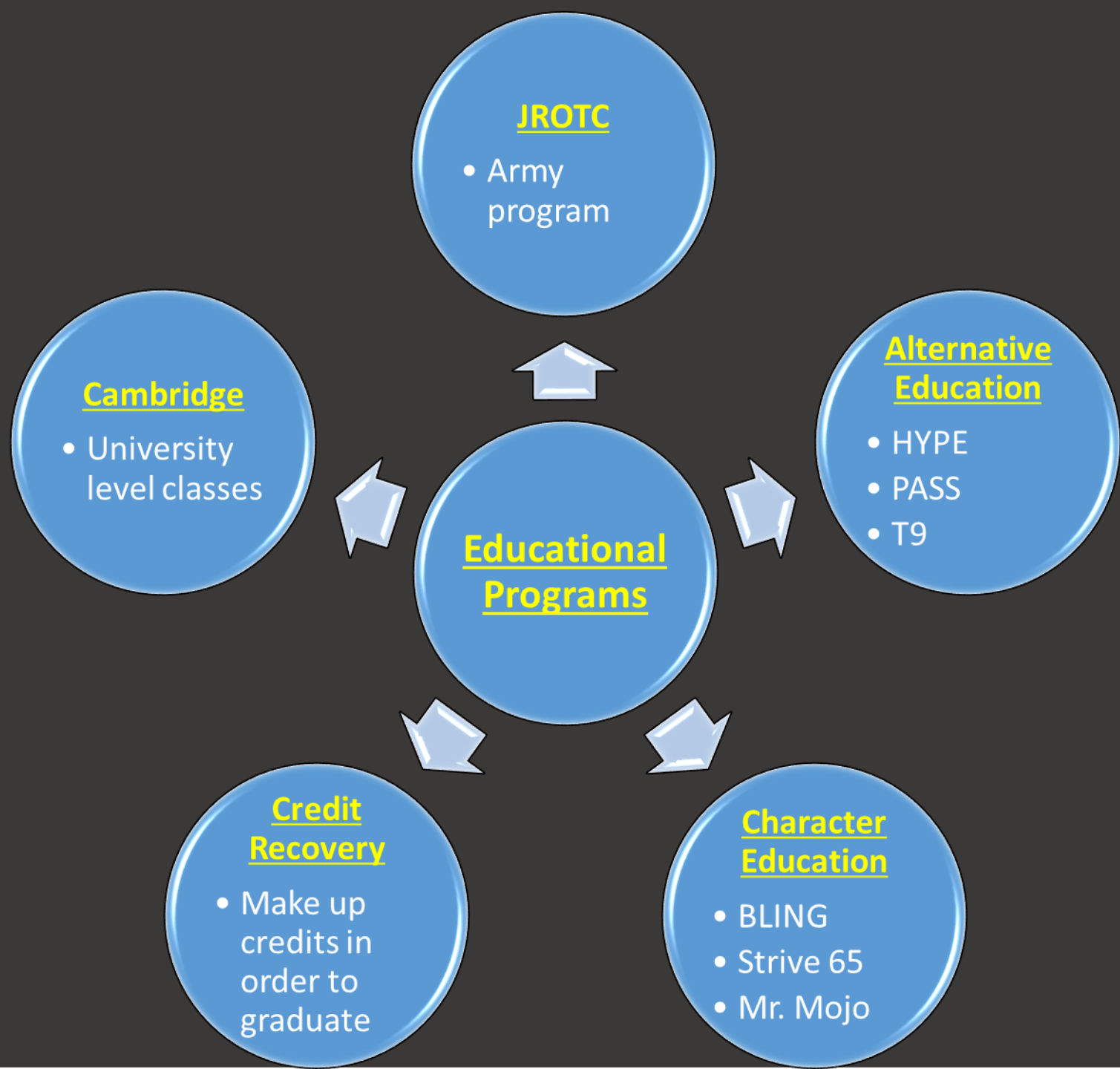


# CSUSA - Turnaround Schools

## Sources of Funds

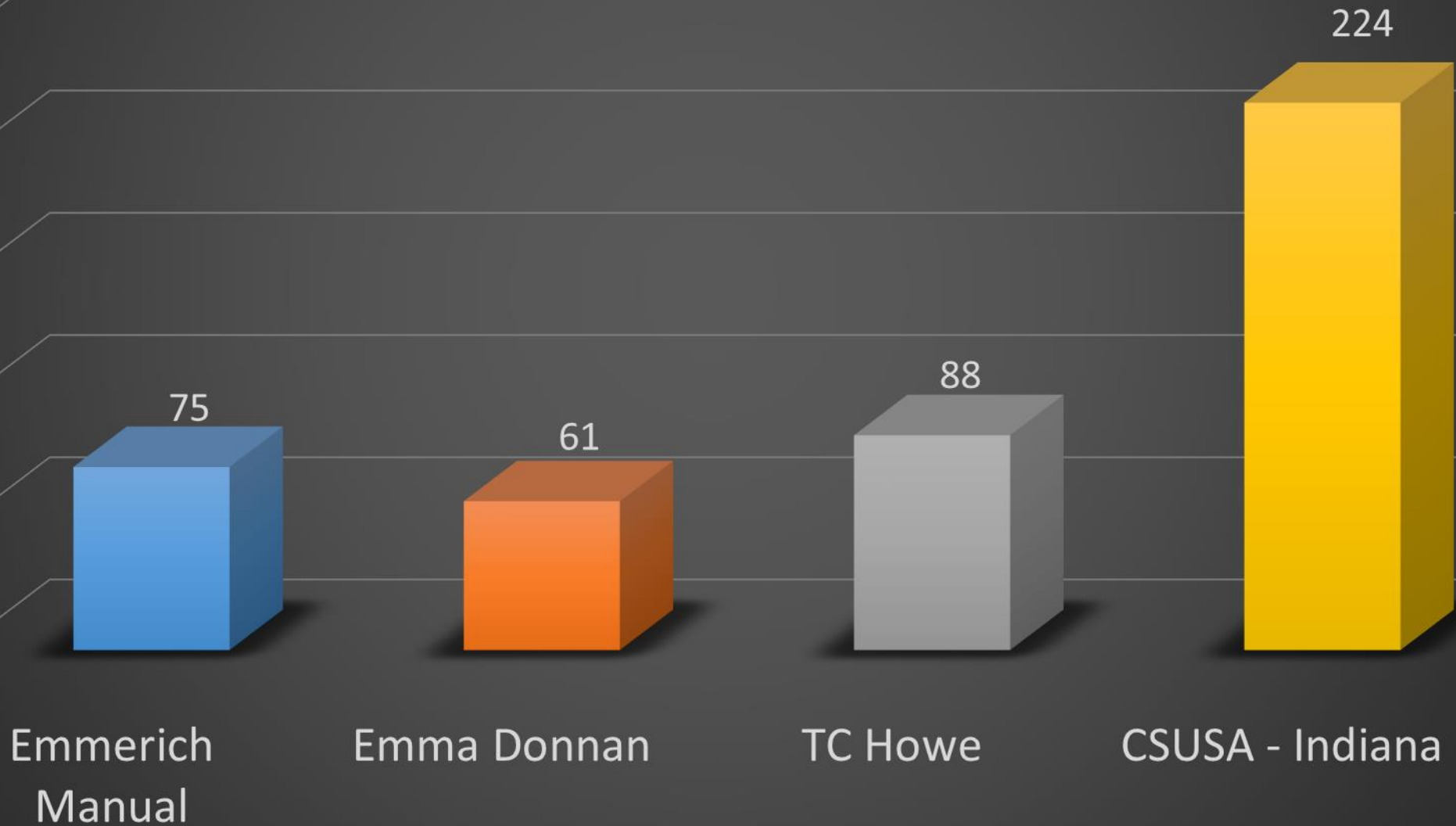
### For the Year Ended 6/30/2014





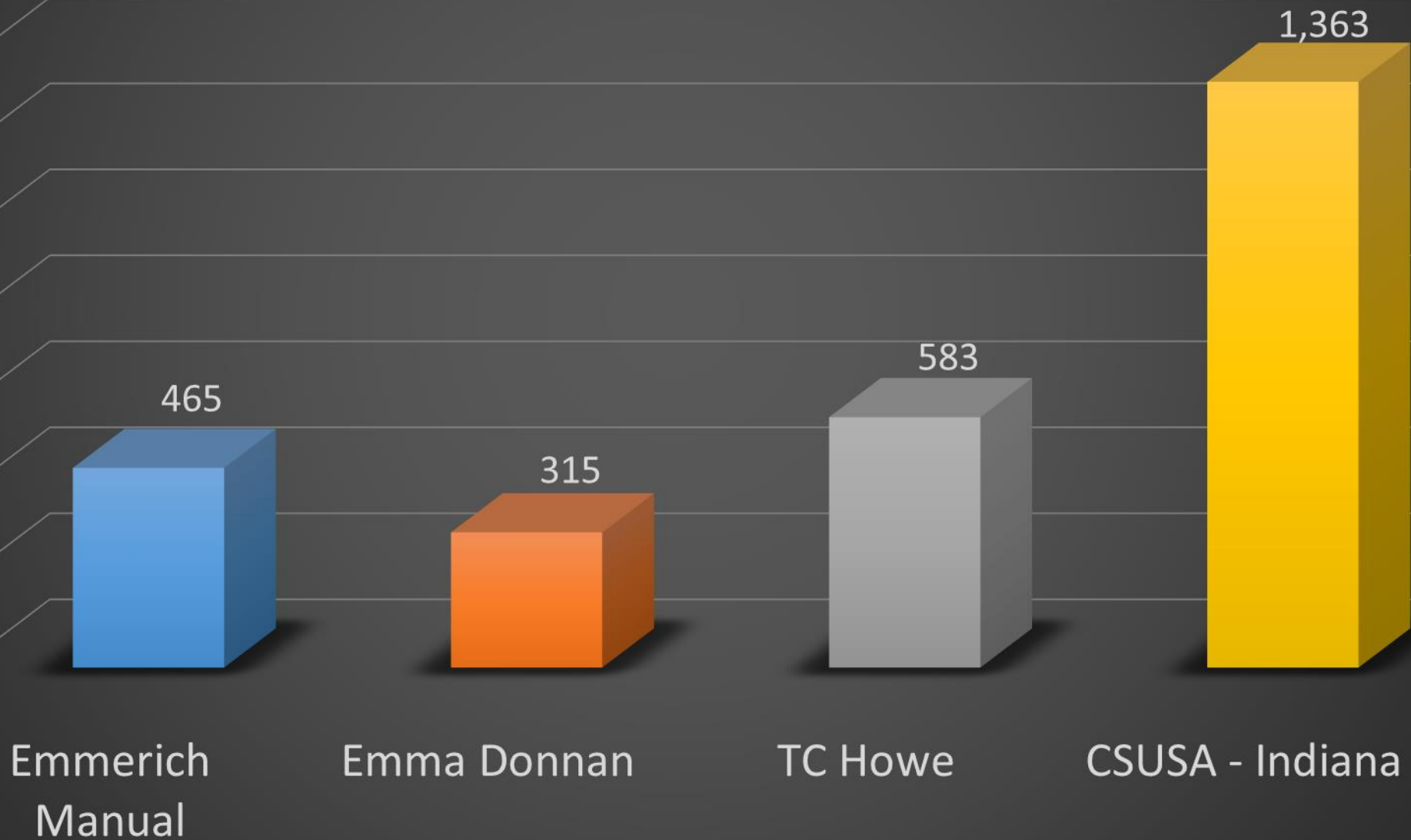
# CSUSA – Turnaround Schools

## # of Employees



# CSUSA – Turnaround Schools

## # of Students





# In the beginning...

The Transition Year did not go as planned; during the Assessment/Baseline year of 2011-2012, a lack of clarity and IPS resistance created many challenges:

- Transportation
- Facilities
- Records & Enrollment
- Safety
- Human Capital



# Transportation

## ***Problems the first few weeks:***

- Students didn't get picked up or were taken to other schools
- Buses were late – angry parents, interrupted school day schedule
- Start and end times had to be matched to IPS convenience
- Boundaries were redrawn
- Bus driver strike, the final straw

## ***How we problem solved:***

- By early September, we decided to select our own outside provider
- By October, Atlantic and Southern began providing transportation

## ***Impact and Implications:***

- We only receive reimbursement for students we transport who live within the boundary, even if they were already attending the school (Over/Under Program)



# Transportation Budget Impact

At Emma Donnan and Manual combined, only about 50 students are transported from outside boundary.

50 students @ \$907 = \$45,350

At Howe, approximately 200 students from outside the boundary are transported (many of whom were already attending Howe).

200 students @ \$907 = \$181,400



# Transportation Now

- We grandfathered in all students for whom we were providing out of boundary transportation last year.
- This year we have decided to provide our out of boundary High School students with IndyGo bus passes (about \$30/month).
- We will no longer provide out of boundary transportation for new middle school students.
- We continue to provide the multiple busing option after school.



# Facilities

- Building access issues during transition
- Equipment/inventory
- Lack of Clarity (who is responsible for what) and resultant time delays

*After the transition year, this has been an area where IPS has worked well with our team*





# Records & Enrollment

Access to student records and enrollment remain serious challenges, as they have been from the outset.

- Initially, lack of clarity on state reporting mechanisms and responsibilities created challenges (passwords, etc.)
- Graduation Cohort groups-accountable for students we didn't have at all
- Assigned "default" –students were assigned to us who never attended our schools, no enrollment packet and IPS info was incorrect, yet on our accountability



# Records & Enrollment

Specific contributions to these challenges included:

- Redrawn boundaries
- Lack of feeders
- Transfers to Magnets
- Alternative placements
- Inappropriate “counseling”



# Enrollment Challenge/Student Records Example

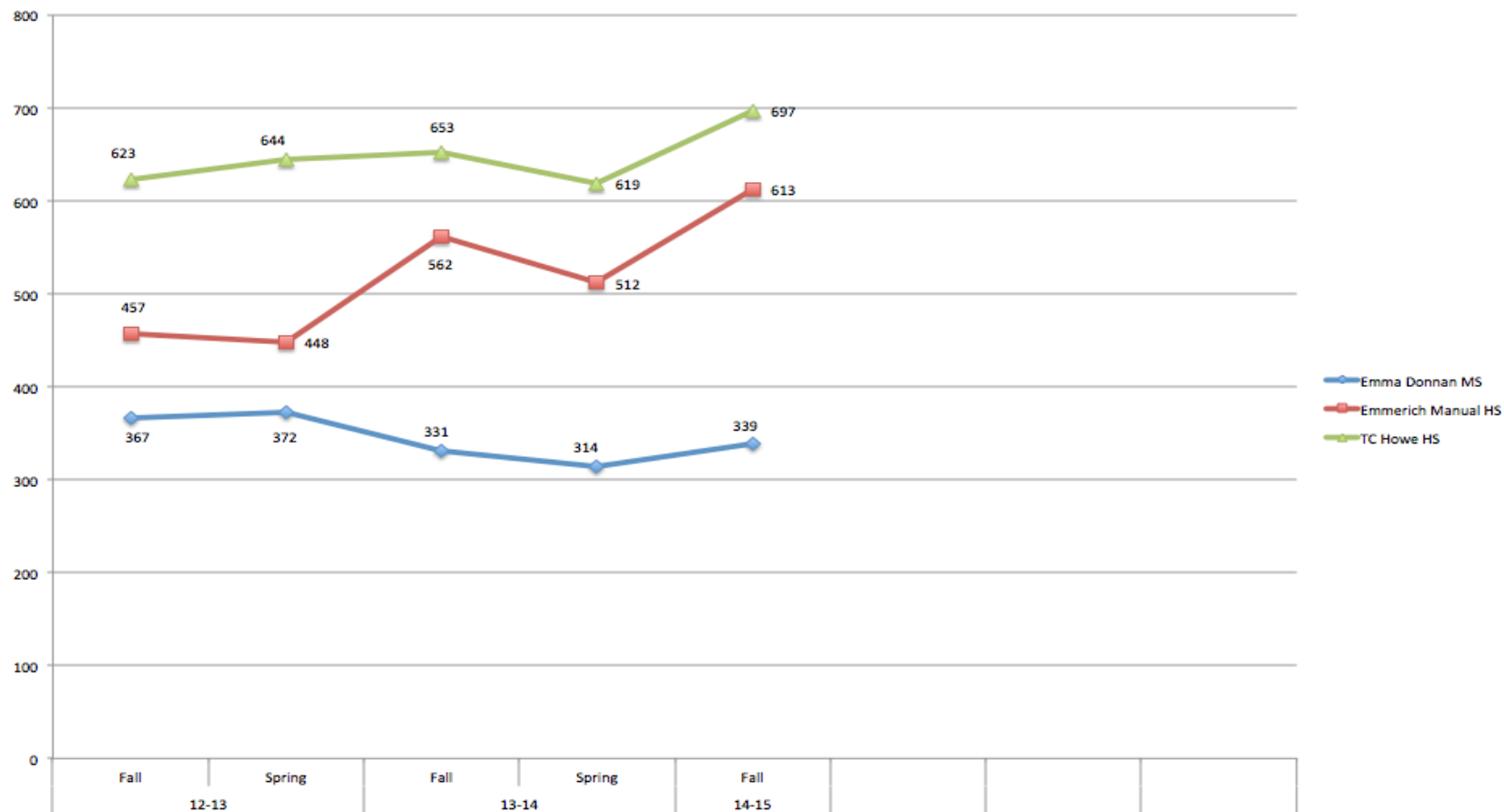
Each Spring, CSUSA schools begin requesting a list of students who are enrolled in other IPS schools (theoretically feeders) whose boundary would have them enrolling in one of our Academies the following school year.

This year, when it was finally received, the spreadsheet provided to Howe included only 106 total names (for a school serving grades 7-12), of those:

- 37 students currently on that list are enrolled and attending
- **65 students on the list are accepted but have not shown, do not have working phone numbers, or do not have correct addresses.**
- 2 kids were graduates already
- 2 kids went to other schools



# Enrollment Patterns



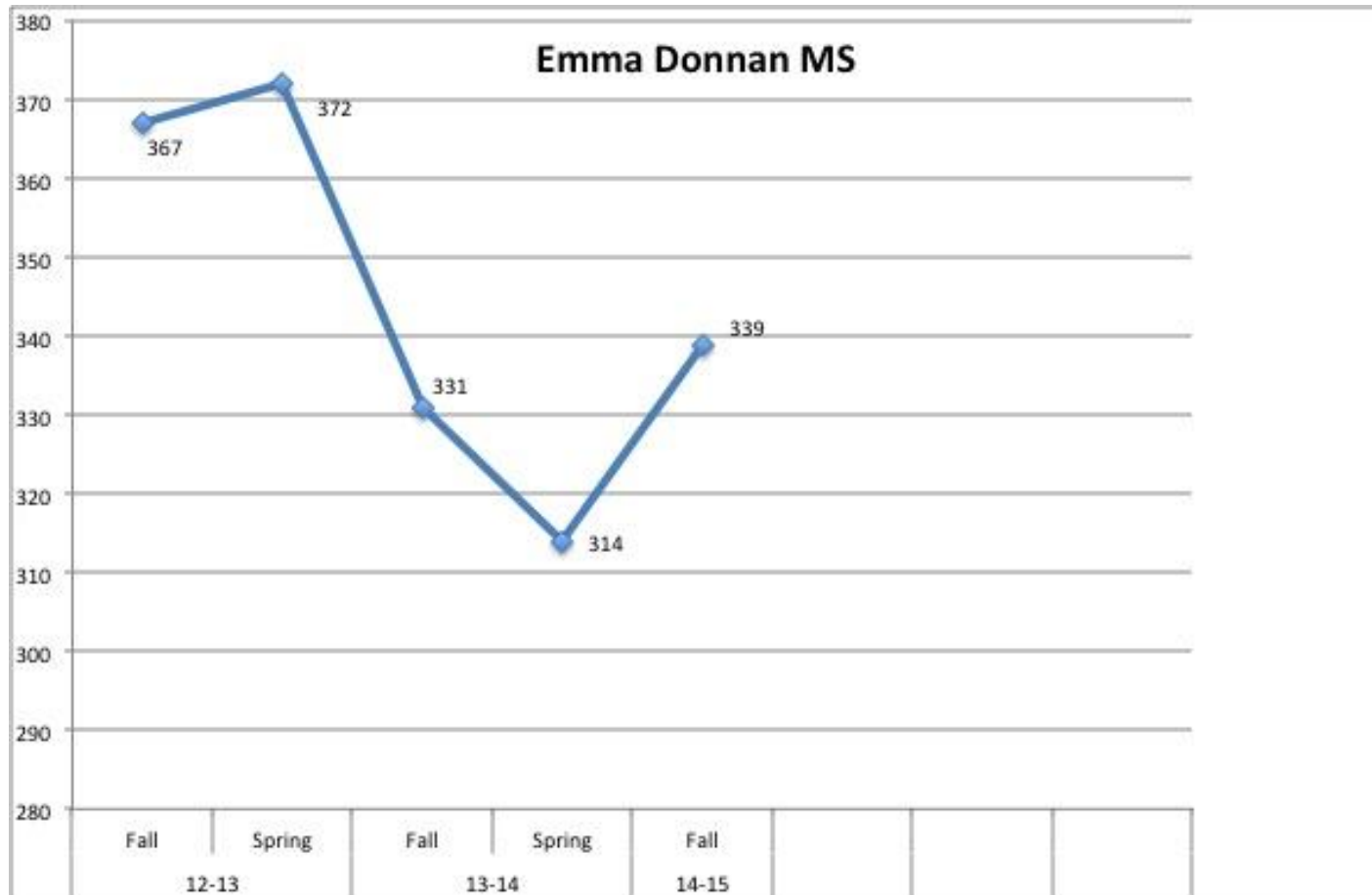
# Enrollment: Emma Donnan Middle School

- Emma Donnan MS
  - **2012-13:** ADM of 367 during the Fall of CSUSA's first year of management
    - 1% increase from Fall to Spring
  - **2013-14:** ADM of 331 (11% decrease) during the Fall of CSUSA's second year of management
    - 5% decrease from Fall to Spring
  - **2014-15:** 8% increase in enrollment from the Spring of 2013 to the Fall of 2014





# Enrollment: Emma Donnan Middle School

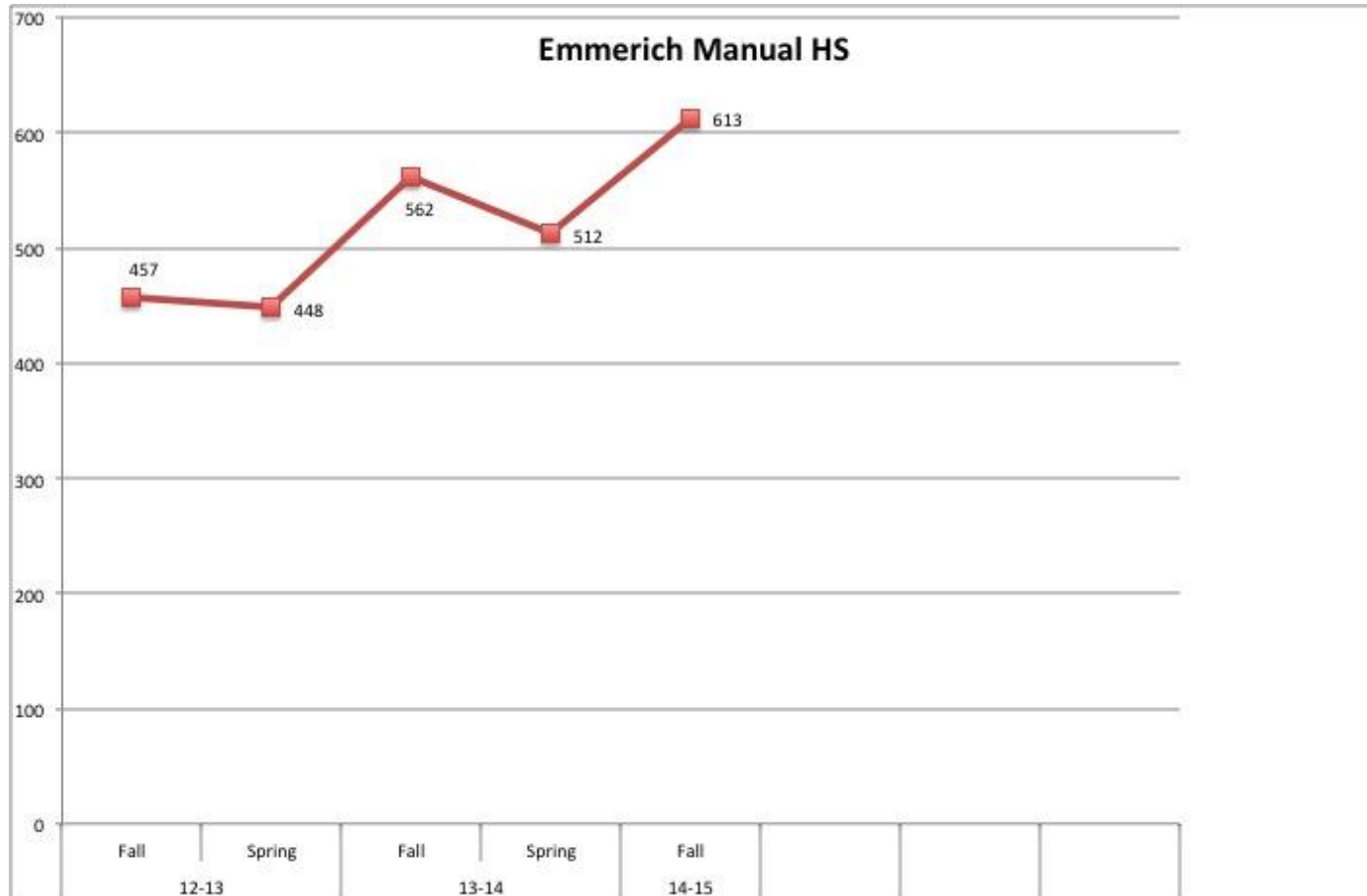


# Enrollment: Emmerich Manual High School

- Emmerich Manual HS
  - **2012-13:** ADM of 457 during the Fall of CSUSA's first year of management
    - 2% decrease from Fall to Spring
  - **2013-14:** ADM of 567 (24% increase) during the Fall of CSUSA's second year of management
    - 9% decrease from Fall to Spring
  - **2014-15:** 19% increase in enrollment from the Spring of 2013 to the Fall of 2014



# Enrollment: Emmerich Manual High School

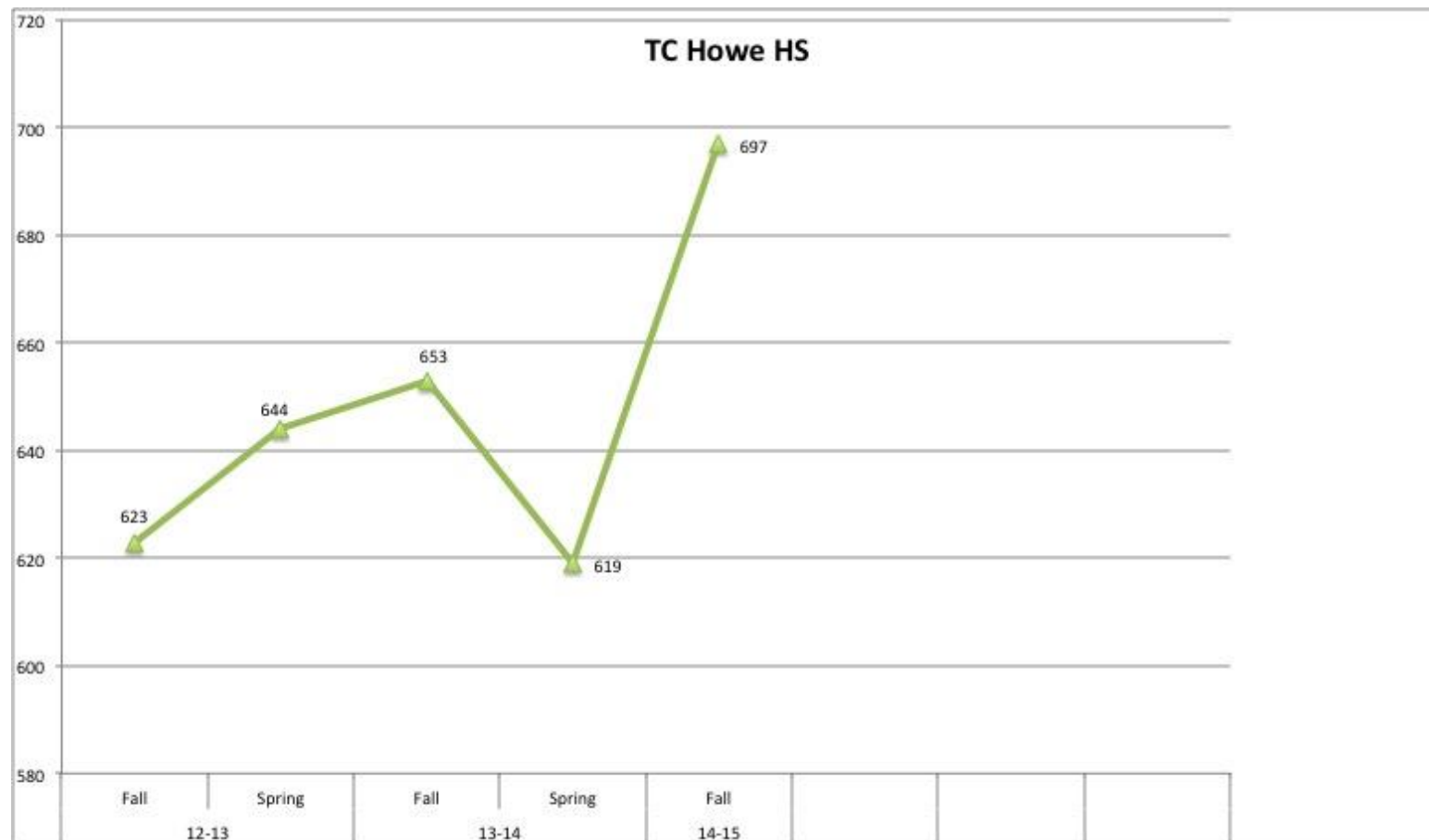


# Enrollment: TC Howe Community High School

- TC Howe HS
  - **2012-13:** ADM of 623 during the Fall of CSUSA's first year of management
    - 3% increase from Fall to Spring
  - **2013-14:** ADM of 653 (5% increase) during the Fall of CSUSA's second year of management
    - 5% decrease from Fall to Spring
  - **2014-15:** 13% increase in enrollment from the Spring of 2013 to the Fall of 2014

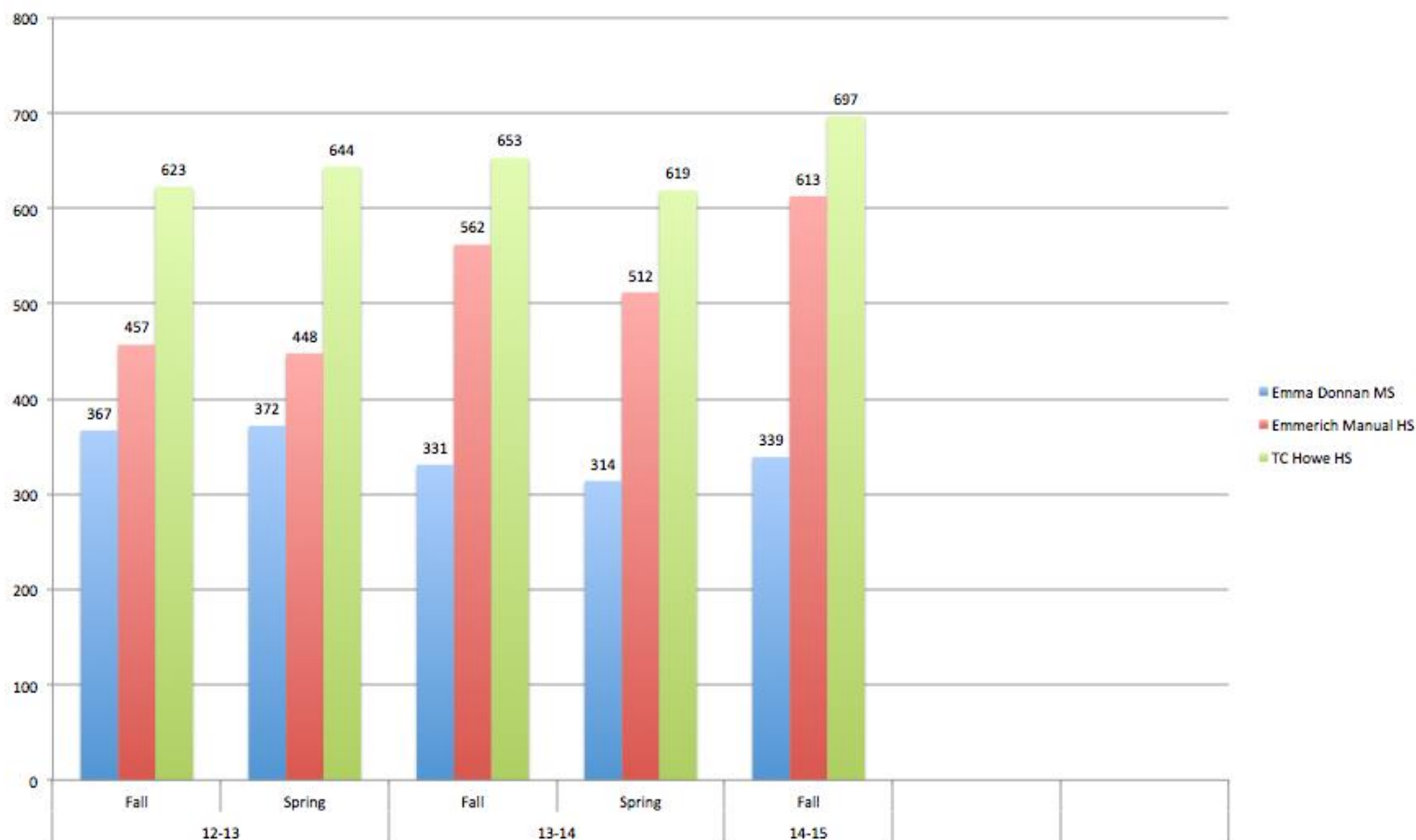


# Enrollment: TC Howe Community High School





# Enrollment Patterns



# Safety

- SRO – MOU complications
- Cameras
- Safety Plan
- Building Open access- alarms



# Human Capital

Talent Acquisition is a continual challenge.

- Because of the access and timing issues experienced during the transition year, by the time we had access to communicate with existing staff, the misinformation created a barrier to recruiting from within.
- These schools represent challenging populations and do not attract traditional teachers. TFA has been a wonderful partner, but they aren't enough.





## CSUSA: Successes





# Test Scores

- From 2012 to the 2013-2014 school year, collectively, EDMS and Howe achieved a net gain of over **20% points** on the state *ISTEP+* test.
- At EMHS, proficiency on *English 10* **improved 14%** (from 47% proficient to 61% proficient)
- *Algebra I ECAs* **increased by more than 10%** at all three schools and by **over 20%** at Howe and EMHS.
- EMHS nearly **doubled the percentage** of students scoring proficient (from 23% to 44%)
- Collectively, in 2013, students at T.C. Howe and Emma Donnan MS experienced a **30% point gain** in the number of students demonstrating high growth on the state reading assessment.





# Accreditation Restored

When CSUSA assumed operation, all three schools were on probation in AdvancEd accreditation status. As of today:

- T.C. Howe has been taken off probation
- Manual has been taken off probation
- Emma Donnan has a visit next week to validate that the problem findings have all been rectified. We anticipate Emma Donnan will also be taken off probation



# Community Partnerships

- Teach for America
- Rolls Royce
- Deloitte Financial
- Eli Lilly
- University Indianapolis
- Gleaners food Drive
- Meridian Health Services
- St. Francis
- Lilly's Boys and Girls Club
- Little Caesar's Pizza
- White Castle
- Angie's List
- K-Mart
- Blue Bell Ice Cream
- Jane Pauley Wellness Center and Community Hospital
- Rotary Club of Indianapolis
- Young Champions
- Butler University
- Indiana Partnerships Center

Comments from Garry Holland



# Videos

- <https://vimeo.com/103240110>
- <https://vimeo.com/103241020>



# CSUSA: Lessons Learned



# Transportation Lessons

- If transportation is going to be provided, start with an independent vendor from day 1
- Insist upon clarity of boundaries and exactly where the funding will originate and timelines for reimbursement
- Schools need a dedicated transportation liaison for dealing with transportation issues before and after regular school hours.



# Facilities Lessons

- Operators should be provided unfettered access to buildings during transition; transition timing could be altered to allow for less opportunity for misinformation.
- Inventory should be conducted with more diligence and include visual (picture) documentation of equipment.
- Clear delineation of roles and responsibilities should be part of the initial contract.





# Records & Enrollment Lessons

- All student records **MUST** be accessible immediately upon awarding the contract
- Enrollment practices and barriers need detailed consideration and oversight so that it isn't just the "building" that is in turnaround, but the actual school and its legitimate population
- Middle and High Schools require a feeder





# Safety Lessons

Safety and security planning needs to be part of a larger, comprehensive, long-term solution involving community stakeholders, the sheriff, police and the operators.

Securing the learning environment should be a much larger part of the overall turnaround process from the state level. Early year metrics should place greater emphasis on leading indicators such as reduction in violence, increased attendance, and cultural responsiveness.



# Human Capital Lessons

Turnaround providers could use more support from the state in building effective partnerships with colleges and universities to provide a talent pipeline. (ideas: possibly an urban education certificate, clinical experience hours for undergraduate education students, student teaching placements, etc.)





# CSUSA: Improving the Process



# Policy Refinement

The primary focus of any policy refinements should be unwavering dedication to **Academic Success** for the students being served. Three foundational elements are key to ensuring sustainable academic improvement:

1. **Enrollment stabilization**. Enrollment challenges have caused much of the financial and academic instability at the turnarounds. Creating feeder patterns and allowing for flexible grade configurations could solve enrollment deficits and make more efficient use of facility space.
2. **Early intervention**. We know that students are averaging well over a year's growth each year they are in our Turnaround Academies, but many are several years behind when they come to us. Implementation of the proven CSUSA academic model beginning in the early grades, creating a complete k-12 solution, would support much greater long term academic success.
3. **Financial support**. Funding must be provided at levels that ensure academic achievement.



# Policy Refinement

The law and policies for its implementation need to be refined to clearly articulate three things:

1. **The status of the buildings** (who really has control of these buildings and what can happen within them; should district get to decide via MOU or otherwise what the operator can do with the facility space? What is the role of the State?)
2. A clear set of triggers and processes for **the long term future of the school**; for example, if all terms of the contract are met, it should mean automatic renewal of some sort to continue positive trajectory, but what does that look like? If, for example, they are to become charters, who acts as their governing board? Who is the authorizer? What if an operator is unable or unwilling to continue to operate the schools?
3. **Role delineation and oversight**: What is the role of DOE? SBOE? District? Turnaround Provider?





# Governance/Oversight

- Oversight and decision making authority should be centralized
- All operators should have the same structure, regardless of location
- Expectations should be aligned with the original contract



# Flexibility and Freedom

- To expand or reconfigure grades served
- To creatively use underutilized facilities space
- To implement comprehensive k-12 solutions
- To use mutually agreed upon accountability metrics that take into consideration other factors for years 1 & 2





# Feedback and Communication

- Feedback should be provided directly to SBOE from the operator (no intermediary)
- A transparent process for timely, 2-way communication between operators and SBOE should be developed



A photograph of two graduates, a young woman in a white gown and a young man in a red gown, both wearing caps and raising their right fists in a celebratory gesture. They are standing in front of a large window with a grid pattern. A dark grey banner with white text is overlaid across the middle of the image.

**CSUSA: Better prepared for the future.**

